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AUTHOR	Damm, Robert J.
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ABSTRACT

This book examines the presentation of American Indian music by elementary music educators in Oklahoma, which has the largest American Indian population of any state. A literature review covers an historical profile of multicultural music education, ethnomusicological studies of American Indian music, dissertations pertaining to American Indian music in the classroom, analysis of American Indian content in general music textbooks, and surveys assessing inclusion of American Indian music in curricula. Music textbook series and supplemental resources are analyzed; tables present data on tribe, music title, context, and format. A survey of 213 elementary music teachers in Oklahoma and follow-up interviews examined their inclusion of American Indian music in the curriculum; the repertoire and teaching techniques they used; and their personal background, training, and Native cultural experiences that influenced their inclusion of American Indian music. About 79 percent of respondents included American Indian music in the curriculum; those who did not cited lack of experience with the music or fear of offending the local Indian population. Inclusion of Native music was not related to percentage of American Indian students in the school or to teacher ethnicity but was related to teachers' experiences with specialized workshops and powwows. Nearly all teachers who included Native music indicated textbooks as their source, but the textbook analysis revealed textbooks' limited authenticity. Appendices contain questionnaires used for the pretest, pilot study, and survey. (Contains 108 references, 50 data tables, and an index.) (SV)

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